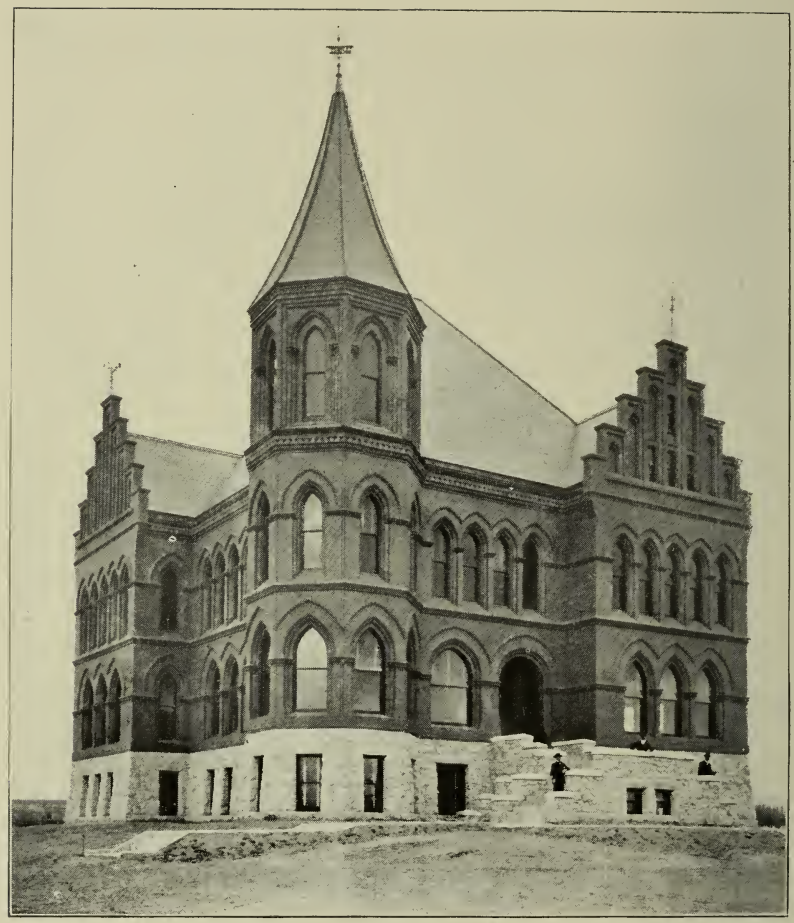
MONTANA
STATE NORMAL SCHOOL,
DILLON.

1897-8.



Normal Building.

ANNUAL CATALOGUE

OF THE

Montana State Normal School,

Dillon, Montana.

FIRST YEAR.

For the Year Ending June 18, 1898.

HELENA, MONTANA,
INDEPENDENT PUBLISHING CO.,
1898.

CALENDAR FOR 1898-9.

FIRST TERM—TWENTY WEEKS.

Begins Tuesday, Sept. 6, 1898.
Closes Friday, Jan. 28, 1899.
Holiday vacation of one week.

SECOND TERM—TWENTY WEEKS.

Begins Tuesday, Jan. 31, 1899.
Closes Friday, June 15, 1899.
Commencement week, June 12, 1899.

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OF THE

STATE OF MONTANA.

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MONTANA STATE NORMAL SCHOOL.

Dillon, the location of the State Normal, is seventy miles south of Butte, on the Oregon Short Line. It is situated in one of the most beautiful valleys of the State. It has about two thousand inhabitants, and is a very desirable place to live. The citizens are thoroughly interested in the success of the school.

HISTORICAL.

The Normal School was established by an Act of the State Legislature in 1891. In accordance with this Act, the committee, having in charge the erection of the building, began its work in 1893. The building was ready for the opening of the school Sept. 7, 1897. In the meantime, the Legislature of 1897 passed an Act, creating an Executive Board, authorized to select a corps of teachers and organize the school This Board began its work in May, 1897, by selecting the President and taking the preliminary steps for opening the Normal in September. During the summer, the other members of the faculty were selected and arrangements completed to open the Normal Sept. 7, 1897.

MATERIAL EQUIPMENT.

The State has provided a magnificent building for the use of the State Normal School. The building and furniture cost $50,000. The building consists of two stories and basement. The latter contains two recitation rooms, a reception room for the gentlemen and laboratory. The first floor has three recitation rooms, President's office and reception room for the ladies. On the third floor there are two recitation rooms, assembly hall and library room. The building is heated and ventilated by a very excellent system.

The chemical laboratory is well adapted to the needs of the school. The physical laboratory is well equipped with apparatus. The laboratory room is furnished with tables, arranged for individual work in all experiments.

There is a very valuable reference library, to which additions are being constantly made. It is specially strong in history, pedagogy and literature. The reading room is well supplied with newspapers, the leading magazines and educational journals. Students are allowed free use of the reading room. This department is open for ten hours per day for six days of each week. Students have access to the library cases. It is the aim of the teachers to assist the students to become familiar with good literature and with the use of good books. The library is the workshop of the school.

THE ORGANIZATION OF THE SCHOOL.

The Montana State Normal has two departments: First, The Normal Department; second, The Training Department.

The Normal Department affords instruction in academic and professional studies. The courses of study outlined on following pages present the work in detail.

The Training Department is an essential part of the Normal School. It offers opportunities for observation and practice. Arrangements have been made with the Public School Board of Dillon, by which the work of this department may be carried on in connection with the lower eight grades of the public schools.

METHODS OF ADMISSION.

1. Any grade of county certificates.
2. High school or college diplomas.
3. Certificates of attendance at any State Normal, University and Agricultural College of Montana.
4. Recommendations of county superintendents, principals or city superintendents.
5. A satisfactory examination by the faculty.

Students are expected to take the regular work of the school. College graduates will receive special privileges in the choice of studies and in the matter of graduation.

Any one desiring to complete the course in less than the usual time may take an examination in any of the studies. An attendance of one year at least will be required for graduation. This need not be continuous attendance. Students are not permitted to select studies at pleasure unless they possess special qualifications.

Any teacher in the State is welcome to come to the Normal at any time, to remain as long as he pleases, to visit any of the class exercises, the library and laboratories, and to observe any of our work.

Those who desire work exclusively in the training department will be afforded ample opportunity.

No person will be entitled to graduate who does not make the required standing in each study of the course, either by work in the class room or by examination.

Any person is entitled to our diploma who shall have completed our course of study, without regard to the time he may have spent here; provided, that his residence shall not be less than one year.

Work done in other State Normal Schools, and the University and Agricultural College of Montana, will be accepted in lieu of work required here.

Classes are organized the first day of the term, and the regular recitations begin on the second day. It is very important that students should be present the first day. Failure to be present on the first day does not deprive one of the privileges of the school, but every day's

delay in entering greatly increases the difficulties of the beginner's work. Classes in all the common branches are organized every ten weeks. This will afford many teachers an opportunity for review work.

AIM OF THE STATE NORMAL.

The purpose of the State Normal is to offer such advantages for instruction and training as will best prepare the teachers of the State for their great work. Many young men and women who are now in the common and high schools are looking forward to teaching as a business. They will need special preparation in order that they may do what they attempt. They will need such instruction and training as the Normal is prepared to give.

It is not necessary to make an argument in favor of special training for the work of teaching. The last fifty years have proved conclusively that those nations that have put trained teachers in charge of the education of the youth, have made the most rapid advancement along all lines. Within twenty years the educational systems of at least three great nations have been completely changed in this respect. To-day we are feeling more fully than ever before the force and influence of the work of Horace Mann, the great advocate for better common schools, a broader general culture and stronger Normal Schools for the preparation of teachers for this work. Some states have decided that certificates shall not be given to those who have not made this special preparation. Many cities will not employ any but graduates of Normal or Training Schools. This is wise. It is but following the same method used by our best business men. They select the best material to be found. Why should this not be the policy of the State?

Teaching is both an art and a science; an art in that it requires special aptitudes of mind and heart, peculiar tact in managing children so as to secure harmonious and cheerful efforts; a science in that education is based upon certain principles of growth of mind and certain logical relations in the realms of knowledge. Hence, some special study becomes necessary to enable one to know what to teach and understand how to teach. Practice teaching under wise and careful guidance is of infinite value to the beginner. It enables him to become familiar with the routine of school work, affords opportunity to see the results of good methods of instruction, arouses confidence in his own powers, prepares in the best possible way for independent effort.

The Normal School offers both instruction and training. All subjects should be studied with a view to teaching. The Normal School must afford this kind of instruction. It must bring the teacher into contact with the educational ideas which have been effective in the higher development of the race. It must offer opportunity for seeing these ideas worked out with children in the daily work of the school room.

GRADUATES OF THE PROFESSIONAL COURSE.

The following persons have completed the work planned for the Professional Course:

Miss Cora McCormick, Billings, Mont.

Miss Mabel C. Gordon, Livingston, Mont.

Miss Maude Mosher, Helena, Mont.

SUMMARY OF ENROLLMENT.

The total enrollment for the year ending June 17, 1898, is 140.

Enrollment in Summer School, 58.

Enrollment in Normal, Sept. 7, 1897, to June, 1898, is 82.

Enrollment by classes in regular Normal Work:

Arithmetic	60	English Literature	20
Algebra	30	Civics	20
Geometry	24	Drawing	50
Bookkeeping	10	Latin	25
Geography	26	U. S. History	45
Physiology	25	General History	15
Zoology	20	Political Economy	14
Physics	35	Psychology	25
Chemistry	23	Pedagogy	30
Grammar	48	Training	24
Word Analysis	13	Special Methods	40
Rhetoric	18	Penmanship	20
American Literature	25		

THE SUMMER NORMAL.

The success of the Summer Normal last year was such as to lead the Local Board to adopt the plan for this year. This should continue to be the policy of the State Normal, for the following reasons:

1st. It affords many of the teachers of the State an opportunity to make special preparation for their work at a time when the schools of the towns or the cities are not in session.

2nd. It insures good advantages for the best work. The Normal School Equipment can be used. This will be much better than private enterprise would supply.

3rd. It will enable the State Normal to reach directly more of the actual teaching force of the state.

4th. The State has a large investment in buildings and equipment. It should be used as fully as possible. The Summer School of six weeks will add greatly to the benefits to the State, arising from the work of the State Normal.

President's Office.

EXPENSES.

The following estimate of necessary expenses is approximately correct:

Enrollment fee	Twenty weeks	$ 5
Board and room	"	70 to 80
Washing	"	7 to 10
Books and stationery	"	5 to 10
Total	"	87 to 105

Furnished rooms for self-boarding can be rented at $5 to $6 per month. Two persons usually occupy one room. Unfurnished rooms may be rented at very reasonable rates.

WHO SHOULD ATTEND.

1. Graduates of the common schools, who are intending to teach. They need advanced work in the common branches as well as in the higher.

2. Graduates of the high schools. They need reviews in the common branches, special instruction in the higher branches and careful preparation in methods and professional subjects.

3. Teachers: (a) Those whose opportunities for preparation have been limited. (b) Those who know they need help on particular subjects. (c) Those who need instruction in methods and the professional subjects.

4. All persons who desire to take a course of study that will afford instruction in both academic and professional lines of work.

COURSES OF STUDY.

The State Normal School offers the students the advantages of several distinct courses of study.

ELEMENTARY COURSE.

This course is intended to prepare teachers for all grades of work below high schools. Those who complete this course may return at any time and receive credits in other courses to which this leads.

PROFESSIONAL COURSE.

There is now a great demand for teachers who have had professional training. This course is established to meet this demand. Those who have had at least two years' experience in teaching and who shall pass a successful examination in all branches required for a first grade certificate may enter upon this course. They must spend forty weeks in reviewing arithmetic, grammar, reading and geography, with special reference to methods of teaching them; forty weeks in school management, observation and theory of teaching; twenty weeks in drawing; twenty weeks in psychology and child study; twenty weeks in composition; ten weeks each in history and philosophy of education.

ENGLISH—SCIENTIFIC COURSE.

This is a full four years' course. Its graduates are entitled to the State Normal diploma.

THE LATIN COURSE.

This is a full four years' course. It carries Latin through the whole time. Its graduates are prepared to do the work of the high schools; to enter upon the studies of the Junior year at any state university, if they desire to do work for a college degree; to enter any of the special courses of colleges or universities. Graduates of this course receive the State Normal diploma.

GRADUATE COURSE.

This course will meet the wants of many students. It is arranged for two years' work and is open to all under the following conditions:

1. All graduates of four years' courses of approved high schools are admitted upon presentation of diploma.

2. All who hold elementary certificates from other normal schools.

3. All who pass satisfactory examinations in the work of courses that lead to this course. Standing on certificates, granted by the State Board of Education, will be accepted on branches required for admission.

4. All who come recommended by faculties in colleges or universities as having completed one or more years of a regular course of study may be admitted without examination.

5. All who are admitted upon examination will be required to pass a satisfactory test in the following branches: the common branches, algebra, geometry, physiology, physics, composition, literature, general history, American history and civil government.

All graduates of the English-Scientific, Latin, Graduate and Professional courses are entitled to a life diploma to teach in the public schools of Montana, after they have taught successfully sixteen months.

ELEMENTARY COURSE.

FIRST YEAR.

Arithmetic.	Algebra.
English Grammar.	Rhetoric.
Geography.	U. S. History.
Reading.	Drawing.
Vocal Music.	Gymnastics.
	Methods—Observation.

SECOND YEAR.

Constitution, 20 weeks.	Geometry.
Algebra.	Physiology. 10 weeks.
Psychology. 10 weeks.	Botany. 10 weeks.
Physics. 10 weeks.	Chemistry. 10 weeks.
Composition.	Geology. 10 weeks.
Methods.	School Management and Methods.

ONE YEAR PROFESSIONAL COURSE

Reviews, Reading and Geography.	Reviews, Arithmetic and Grammar.
Psychology and Child Study.	Composition and Rhetoric.
School Management and Methods.	Pedagogy.
Drawing and Gymnastics.	Methods, Observation and Practice.

GRADUATE COURSE.

JUNIOR YEAR.

Pedagogy.	Pedagogy.
Psychology.	Literature.
Latin.	Latin.
Drawing. Gymnastics.	Music—Reading.

SENIOR YEAR.

American History.	Philosophy of Education.
Latin.	Latin.
Child Study.	General Methods.
History of Education.	Observation and Practice.

ENGLISH—SCIENTIFIC COURSE.

FIRST YEAR.

Arithmetic.	Algebra.
Grammar.	Composition. 10 weeks.
Geography.	Word Analysis. 10 weeks.
Reading.	U. S. History.
Music and Penmanship.	Book Keeping. 10 weeks.
Methods. 2 hours per week.	Botany. 10 weeks.
	Drawing and Gymnastics.

SECOND YEAR.

Algebra.	Geometry, 10 weeks.
Botany. 10 weeks.	Physics. 10 weeks.
Physiology. 10 weeks.	Elementary Political Economy.
General History.	U. S. Constitution. 10 weeks.
Rhetoric.	Psychology. 10 weeks.
Drawing.	American Authors.
	Methods. 2 hours per week.

THIRD YEAR.

Zoology. 10 weeks.	Trigonometry. 15 weeks.
Geometry, 20 weeks.	Latin.
Latin.	Geology.
American History.	Physiology.
Chemistry.	English Authors. 2 hours per week.
English Authors. 2 hours per week.	Methods and Observation.

FOURTH YEAR.

Physics.	Political Economy.
Latin.	Latin.
Psychology.	Philosophy of Education.
Logic. 10 weeks.	Methods and Practice.
History of Education.	Child Study.

LATIN COURSE.

FIRST YEAR.

Algebra.	Algebra.
Latin Exercises.	Caesar.
English Grammar.	Rhetoric.
Geography.	U. S. History. 10 weeks.
Reading and Music.	Botany. 10 weeks.
Penmanship. 10 weeks.	Book Keeping. 10 weeks.
Methods. 2 hours per week.	Drawing. 10 weeks.

SECOND YEAR.

Botany. 10 weeks.	Elementary Political Economy. 10 weeks.
Geometry. 10 weeks.	Latin.
Latin.	Physics. 10 weeks.
Physiology. 10 weeks.	Constitution.
General History.	Elementary Psychology. 10 weeks.
Drawing.	American Authors. 3 hours per week.
American Authors. 3 hours per week.	Methods and Observation.

THIRD YEAR.

Geometry.	Trigonometry. 15 weeks.
Latin.	Latin.
Chemistry.	Geology.
American History.	Psychology. 10 weeks.
English Authors. 3 hours per week.	Zoology. 10 weeks.
Methods. 2 hours per week.	English Authors. 3 hours per week.
	General Methods. 2 hours per week.

FOURTH YEAR.

Physics.	Political Economy.
Latin.	Latin.
Psychology.	History of Education. 10 weeks.
Logic. 10 weeks.	Philosophy of Education. 10 weeks.
History of Education. 10 weeks.	Methods and Practice.
	Child Study.

OUTLINE OF COURSES OF STUDY.

Professional Work.

PHYSIOLOGICAL PSYCHOLOGY.

1. Experiments and illustrations showing the connection of body and mind.

2. The nervous system. (a) The nervous tissue, characteristics, general forms and functions, nerve cells and fibres. (b) Nerve structure, functions and classes. (c) Spinal cord, structure and functions. (d) Kinds of motion, automatic, reflex, psychic. (e) Brain, parts, structure and functions of each. (f) Nine special sense organs, those of seeing, touching, hearing, tasting, smelling, those concerned in producing pain, sensations of temperature, muscular effort, and moving joints. (g) Growth and development of nerve centers.

3. Physiological basis of consciousness. (a) Conditions for consciousness in general. (b) Stimuli and sensation. (c) Will conation, attention. (d) Intellect, memory, imagination. (e) Habit, discrimination. (f) Feeling, emotion, passion.

Methods.—This course aims to make the student acquainted with those conditions and elements illustrative of the interrelation of the mental and physical organism. To accomplish this all the means at the command of the teacher are employed; charts, diagrams, and models are freely used. A careful dissection of the brain of some animal and a careful description of the same in note books is required.

The topical method is used, requiring no special text. The following books may be found in our reference library for the convenience of students: Ladd's Outlines of Physiological Psychology, Krohn's Practical Lessons in Psychology, Wundt's Human and Animal Psychology, Martin's Human Body, Donaldson's Growth of the Brain, Education of the Central Nervous System, etc.

DESCRIPTIVE PSYCHOLOGY.

1. Introduction.—(a) Meaning of the term psychology and the relation of this to other sciences. (b) Methods. (1) By observation, direct or introspective, indirect or the interpretation of physical signs as exhibited; first, by experimentation; second, as shown from pathological

cases; third, as may be observed in children; fourth, as may be gleaned from literature. (2) By induction as all other sciences are built up. (3) By tracing the conception of development. (c) A comparison of the old and the new psychology. (d) Reasons for the study of psychology. (e) A primary idea defined.

2. Most general conceptions of mental life.— (a) Consciousness, meaning, state of consciousness defined, how states of consciousness differ as to extent, intensity, speed, and character, conditions for consciousness. (b) Self-consciousness distinguished. (c) Three aspects of consciousness, (1) willing, (2) feeling, (3) knowing. (d) Meaning of the terms, mental faculty, mind, psychology, etc. (d) Attention, (1) nature, (2) kinds, attracted and voluntary, (3) physiological conditions, (4) center of attention, (5) distribution of attention, (6) its rise and fall, (7) relation to other forms of mental life, (8) training the attention in school exercises.

3. Elements of mental life.—(a) Sensations. (1) nature, (2) classes, (3) quality and quantity, "Weber's law," (4) sensation complexes and local signs. (b) Feeling. (1) nature, (2) conditions, (3) classes. (c) Conation. (1) nature, (2) conditions, (3) classes of movement. (d) The idea or mental image, (1) nature, (2) ideas of mental acts, (3) the ideational process or association, simultaneous and successive reproduction, general and special laws of association, freeing of ideas. (e) Primary intellection. (1) nature, (2) physiological condition, (3) consciousness of resemblance and difference, (4) primary judgment as involved in assimilation and differentiation, (5) rudimentary comparison.

4. The development of mental life.—(a) Perception, (1) data of sense-perception, (2) stages in process, (3) definition, (4) nature of perception by smell, taste, touch, including skin, temperature, muscles and joints, hearing, visual perception, (5) training the senses. (b) Memory, (1) how memory differs from imagination and thinking, (2) stages, retention, reproduction, and recognition, (3) physiological and mental conditions for each of these, (4) kinds of memory, (5) art of remembering. (c) Imagination, (1) nature, (2) forms or divisions, reproductive or passive, the productive or active, (3) kinds, practical, scientific, aesthetic, ethical, (4) distinction between fancy and imagination proper, (5) development or culture of the imagination. (d) Thought, (1) nature, (2) characteristics of all thinking, conscious comparison, identification, generalization, naming, (3) logical forms, conception, judgment, reason, (4) office of language, (5) principle of sufficient reason or belief, (3) conceptions of time, space, and causation. (f) Knowledge, (1) nature, (2) kinds, as to the things known, as to self and not self, as to the process, immediate and inferential, (3) development of knowledge of self and objects. (g) Emotions and passions, (1) nature of an emotion, (2) relation to attention and to thinking, (3) primary forms of anger, fear, grief and joy, astonishment, curiosity, jealousy, sympathy, (4) difference between an emotion and a passion, (5) complexity of the emotions. (h) Sentiments, (1) classes, intellect-

ual, aesthetical, ethical, (2) nature of each. (i) Impulses. (j) Instincts. (k) Desires, (1) nature, (2) kinds. (l) Will, (1) nature, (2) elements in a volition, inhibition and innervation, (3) stages in choice, the mental image, the interest, deliberations, decision, consciousness of doing something, (4) planning, (5) freedom of choice. (m) Character, (1) nature, (2) different meanings, (3) habit and accommodation, (4) training the will.

Method.—Ladd's Descriptive Psychology is followed as a text. Two hours of each week are given to reports upon special topics upon which the pupils are required to write theses. The readings required for this purpose are from Sully, James, Mark Baldwin, Titchner, Wundt, Bain, Halleck, etc.

CHILD STUDY.

(a) History of child study.. (b) Methods of studying children. (c) Psycholgy of childhood as discussed by Tracy. (d) Special investigations upon the following topics are required: (1) The child as an imitator, (2) the development of the senses, (3) the child as a reasoner, (4) childish fears, (5) children's interests, (6) the young linguist, (7) his attitude towards law and discipline, (8) the exercise of his imagination, (9) adolescence, (10) the affections of children, (11) children's doings, (12) children's attitude towards the school studies, (13) fatigue, (14) play impulse of children. (e) Practical work is required in the form of personal reminiscences, tests, and notes gathered from personal observation of children.

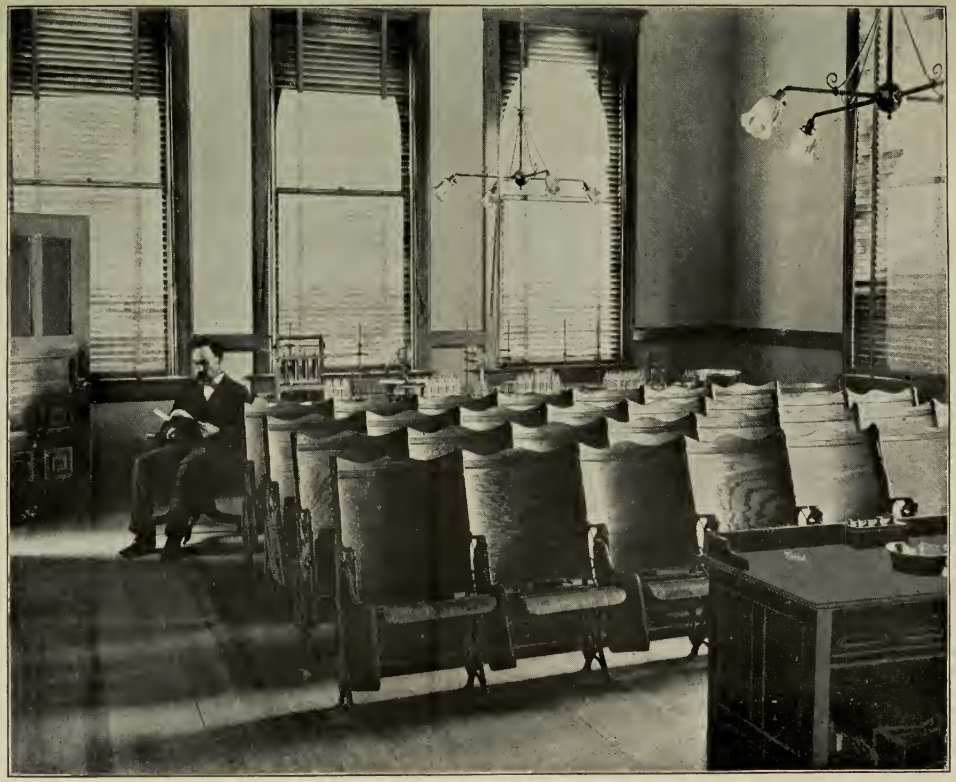
Method.—The above outline indicates the method pursued. Students have access to well selected literature upon this subject.

ELEMENTS OF PEDAGOGY.

An introductory course for those who are beginning the Normal work. It embraces the following points: To give students some idea of the nature of their work, to show how the child has been regarded in the older systems of education and how it is regarded now, the equipment of the child on entering school, child-study and its relation to the work of the teacher, the study of some of the leading educational reformers.

SPECIAL METHODS.

History and literature for the eight grades. Students become acquainted with stories from history and literature suitable for children, as a basis for discussion of their educational value. Discuss and illustrate principles underlying arrangement of complete course of study in history and literature for the eight grades and the best methods of presenting such material to the class. Methods of teaching all the common branches are studied and discussed and illustrated. Use of



Science Room.

application of principles and methods discussed. Thorough discussion of elementary science teaching in the lower grades and observation of work in the grades; reading literature upon the subject.

GENERAL METHODS.

The Teaching Process.—1. Nature and definition, the end, the means, the process, the learner's mental attitude contrasted with that of the teacher. 2. The essential elements; a teacher with a knowledge of the learner, the subject matter and how to teach, the subject matter well-graded and adapted to the age and the mental capacity of the learner, the attention of the learner. 3. Oral teaching and book teaching. 4. Value of devices. 5. Examination and reviews.

General methods discussed and defined.—(1) From the standpoint of the pupil, (2) from the subject matter, (3) from the teacher. True educational aims, educational values, correlation of studies, theory of culture epochs, habit in education, training and instruction distinguished from drill.

Special Course in Pedagogy.—Two hours per week. Thirty weeks. Chief aim of education, relative value of studies, nature of interest, appreciation, concentration; the recitation, formal steps, essentials of, lesson formula; value of literature and history in the lower grades; place of elementary science in the lower grades; illustrative exercises given with classes of pupils from the grades.

Observation and Practice.—Forty weeks. Observation and criticism of good teaching for twenty weeks. This embraces two hours of observation each week and two hours of discussion of the methods and work observed. Two hours of each week for twenty weeks are employed in actual teaching under expert criticism. Illustrative teaching by the training teacher in charge of the rooms and the pupil teachers is a special feature of this work.

PHILOSOPHY OF EDUCATION.

Part I. Education in its general idea: (a) Its Nature. 1. Possible only to self-active beings. 2. Education by Divine Providence, by experience, or teachers. 3. Relates to body, intellect, and will; must be systematic; conducted in schools. (b) Its form. 1. Self-estrangement, work, play. 2. Habit. 3. Authority, obedience, punishment. (c) Its Limits. 1. Subjective limit in the pupil's capacity. 2. Objective limit in the pupil's wealth and leisure. 3. Absolute limit in the pupil's completion of school work.

Part II. Education in its special elements. (a) Physical. I. Dietetics. 2. Gymnastics. 3. Sexual (omitted.) (b) Intellectual. 1. Psychological epochs. (a) Intuitive—sense-perception. (b) Imaginative—fancy and memory. (c) Logical. II. Logical order. (a) of development of the pupil. (b) of development of the subject. (c) of demonstra-

tion. 1. Analytic. 2. Synthetic. 3. Dialectical. III. Instruction. (a) Pupil's capacity. (b) Pupil's act of learning. 1. Mechanical. 2. Dynamical. 3. Assimilative. (c) Methods of instruction. (1) Living example. 2. Text-book. 3. Oral. (d) Will training. 1. Social usages. 2. Moral training. (a) The Virtues. (b) Discipline. (c) Character. 3. Religious education (omitted.)

Part III.—Education in its particular systems. (a) National. 1. Passive. (a) Family—China. (b) Caste—India. (c) Monkish—Thibet. 2. Active. (a) Military—Persia. (b) Priestly—Egypt. (c) Industrial—Phoenicia. 3. Individual. (a) Aesthetic—Greece. ()b Practical—Rome. (c) Abstract Individual—German tribes. (d) Theocratic—The Jews. (e) Humanitarian, or Christian. I. Monkish. II. Chivalric. III. Citizen. 1. For special callings. (a) Secular. (b) Jesuits. (c) Pietistic. 2. To achieve an ideal of culture. (a) Humanist. (b) Philanthropist. 3. For free citizenship. Text-book, Rosenkranz.

HISTORY OF EDUCATION.

Painter's History of Education and Williams' History of Modern Education are followed as texts. The following topics are discussed from outside references: educational aims; educational methods and management; course of study; educational contributions; religion and education; seven liberal arts; great educators and theorists; the history of the university; primary and secondary education; the revival of learning; classicism, realism and naturalism; scholasticism, etc.

Methods.—Three days in each week are given to the discussion of the text used and two days are devoted to reports upon topics for special investigation. Besides this work, each pupil is required to write a thesis of not less than two thousand words upon some chosen subject. Every opportunity to compare the education of the past with our own is improved.

MODERN SCHOOL SYSTEMS.

A brief history of the school systems of England, Germany, France and the United States is required. The present condition of these systems is studied. School laws of Montana are carefully investigated. Pupils have access to the national reports upon education and a well selected reference library.

SCHOOL ECONOMICS.

(a) Necessary conditions for a successful school, (1) location, (2) school building, (3) apparatus, (4) furniture, (5) graduation, classification, and course of study, (6) supervision, (7) school records. (b) The school authorities, (1) the teacher—his authority, motives, qualifica-

tions, duties, advantages, tact, etc., (2) the school board—legal relation to the school and to the community. (c) The school at work, (1) study —aims, incentives, favorable conditions—the teacher as a factor in training pupils to proper habits of study, (2) recitation—meaning, aims, requisites, methods, (3) recreation, regulated, unregulated. (d) School government—(1) elements of governing power, (2) conditions for easy control, (3) mechanical devices. (e) Moral training, (1) of the will, (2) incentives to good conduct, (3) punishment, (4) moral instruction, (5) materials for moral instruction.

MATHEMATICS.

Arithmetic.—Thirty weeks. 1. Oral analysis of problems from mental arithmetic, four weeks. Precision of thought and expression is the special aim of this work. The nature of arithmetical reasoning is carefully worked out. The best forms of statement and solution of problems are features of the drill.

II. The fundamental operations, four weeks. Thorough drill upon the accurate and rapid reading and writing of numbers. All steps in the fundamental processes are concretely presented and the rules developed. Short methods are developed and sufficient practice given to make pupils familiar with their use.

III. Factoring and Fractions, seven weeks. Principles of factoring, greatest common divisor and least common multiple are developed. Thorough drill is given upon numbers to 500. Special drill is made upon numbers to 100. Common Fractions—illustration and demonstration of principles upon which the various processes depend. Practical problems for drill work. Decimals presented. Special drill upon reading and writing. Change of decimals to common fractions. Analysis of fundamental processes. Repetends and their laws. Contracted methods.

IV. Denominate Numbers, three weeks. English and metric tables taught concretely. Problems involving the relation of units of the same table. Problems involving the relation of one standard unit to others of different kinds. Special attention given to longitude and time, local and standard time; international date line.

V. Percentage and its Applications, four weeks. The idea of measurement by one hundred as a basis and its relation to other methods of measurement. Fractional and per cent methods of presenting the subject are discussed and drilled upon. Careful analysis of problems. The three conceptions of interest compared and analyzed.

VI. Involution, Evolution and Series, two weeks. Methods developed. Processes of square and cube root derived from geometrical applications, finding side of square, or edge of cube. Formulas are developed. Careful drill on involution. In series, all formulas are derived from simple examples. Ample drill is given to enable the student to be ready and accurate.

VII. Mensuration, two weeks. Processes are derived from analysis of forms measured. Thus the ratio of diameter to circumference of a circle is approximated by measuring carefully cylinders and averaging the quotients obtained by dividing each circumference by its diameter. The various plane figures and solids are treated in the simplest manner. The rectangle is made the basis in the plane figures and the rectangular solid in solids. Practical applications are drilled upon and problems formed to exemplify the processes developed.

VIII. Special Methods, four weeks. (a) Meaning of number and how it arises in the mind of the child; (1) number not the property of objects, (2) does not necessarily arise from counting objects, (3) as an abstract relation, a mental judgment of the relation of a measuring unit to a quantity to be measured, (4) familiar objects coupled with a desire for use the most favorable condition for developing the idea. (b) How the number idea was developed in the race. (c) Three stages of measurement, (1) with an undefined unit, (2) with a defined unit, (3) with a defined unit which sustains a definite relation to another of a different kind. (Dewey) (d) Nature of rational counting. (e) Rational order of teaching the processes. (f) Three methods of presenting the elementary combinations, (1) the abstract, (2) the Grube, (3) the rational. (g) Relative value of test devices used, steps, etc. (h) The forms for expressing arithmetical relations. (i) How to present notation and numeration. (g) Steps in the presentation of the fundamental processes. (k) Application of the number knowledge to concrete problems. (l) Fractions, (1) present by objects or diagrams the following groups showing first the relation of the fractional unit to the whole and to its parts, second the relation of the fractional unit to other fractional units of the same group (½, ¼, ⅛), (1-3, 1-6, 1-12), (1-5, 1-10), (1-7), (1-11), (2) showing how these thought operations may be indicated by signs and figures, (3) practical problems for busy work and drill, (4) steps in the higher processes in reduction and fundamental operations in fractions, (5) best objective forms for illustration, (6) best form with the symbols, (7) manner of expressing the rule, (8) language forms for analysis. (m) Decimals. (1) Manner of writing them, the old and the new methods, (2) show by careful analysis and by comparison how pointing off is evolved. (n) Denominate numbers. (1) Presentation of the concrete forms of each table, (2) the best method of resolving one denominate conception into another, (3) the vertical, the horizontal, the equation, and the anaylitic methods considered. (o) Percentage. (1) The relation of the conception of per cent to that of unity and to the fundamental rules, (2) relative value of the three methods, formula, fractional, and the hundred per cent. (p) Interest. (1) Importance in understanding the aliquot parts, six per cent and the rational short method, (2) method of presenting the three conceptions of interest, simple, annual and compound. (s) How to present the subjects of square and cube roots. (t) Show how all forms of analysis may be reduced to the three fundamental forms.

BOOKKEEPING.

Both single and double entry are taught. Special attention given to the latter. Drill on forms of business papers, letters, elements of commercial law. Methods of teaching the subject are presented.

ALGEBRA.

I. Algebraic Notation, Fundamental Operations. Special attention is given to the reading of algebraic expressions, discussion of definitions, positive and negative quantities, and the development of the laws of the fundamental operations. Processes are developed by deduction from definitions and by generalization from many particular instances. Sufficient drill is afforded to make the student familiar with algebraic forms, and rapid and accurate in all fundamental operations.

II. Factoring and Fractions. More attention is given to these topics than the elementary text-books require. Methods of handling each class of problems are developed and rules are formulated. Ample drill is given to make students rapid and accurate in these exercises.

III. Simple and Fractional Equations. The various methods of elimination are developed and special drill made on one method until students can work rapidly. Solution of many problems is required.

IV. Quadratics. Simple and Simultaneous Quadratic Equations. Methods of handling these equations are carefully developed and ample exercises given to enable students to become thoroughly familiar with the forms. Use of laws developed in factoring is constantly made.

V. Radical Expressions. Thorough drill in simple and complex radicals is given. Various forms of expressing radical quantities. Application of laws of quadratics to solution of equations containing radical expressions.

VI. Progressions, theory of equations, logarithms, Sturm's Theorem. Sufficient drill is given to make the student familiar with the processes. All processes are carefully developed.

GEOMETRY.

I. Plane Geometry. Spencer's Inventional Geometry is used. Wentworth's Plane Geometry is the regular text. Special attention is directed to the form of reasoning. The several stages of a demonstration are carefully presented. Students are required to depend upon the figures to develop their statements. They must be able to see the proposition in the figures. Written demonstration of problems is a special feature. The aim is to equip the student with the proper forms of reasoning and to enable him to express his thoughts clearly, precisely and accurately.

II. Solid and Spherical Geometry. The same method of work is continued. Many original exercises are discussed. At least one-third

of the work consists of original exercises. Written work is required. Clear, definite, accurate reasoning is made the special work. Pupils are trained to use figures in developing the theorems and constructions. Careful attention is given to essential propositions. Methods of teaching geometry are presented and discussed.

TRIGONOMETRY.

Thorough drill in application of logarithms. Careful development of all formulas; ample exercises in original problems; use of tables. Practical applications are drilled upon.

GEOGRAPHY.

Why geography should be taught. 1. For mental discipline to be gained; cultivates the perceptive powers, memory, imagination and reasoning. 2. Affords basis for true language culture. 3. For knowledge it gives. 4. As a basis for study of other subjects. 5. For its value in history. The proper use of maps, pictures, sand-modeling, chalk-modeling in teaching geography. Study of natural forms in the vicinity. Careful drill in making correct mental pictures. Study of geography based on structure of earth. Careful preparation for correct ideas of structure of earth's surface. Study of mountains, slopes, basins. Influence of slopes on winds, water, soil, vegetation, animal life, civilizations. Comparison of continents with the type, as North America. Climate, causes, effects upon vegetation, animal life, industries, etc. Winds and currents, causes, effects. Astronomical and commercial geography. Special attention is given to methods of teaching the subject. Methods are discussed for each of the eight grades. The connection of geography and history in the first four grades is fully outlined. Home geography is presented. Simple experiments necessary to understand the laws of winds and currents, climate, movements of earth, effects of heat and cold, effects of running water are given. The development of the United States from a geographical standpoint is fully presented.

LANGUAGE.

Word Analysis, ten weeks.—Text: Reed & Kellogg's Word-Building. Purpose, to give the student a better understanding and an increased command of the English language. This course comprises a brief review of its history; word-building and the study of synonyms; constant practice in the use of words; collateral reading in Trench on Words; Matthews' Words: Their Use and Abuse; Richard Grant White's Every-Day English.

Grammar and Composition.—First Course.—Relation of thought to language; nature of a thought and a sentence; simple, complex and compound thoughts and the corresponding sentences; ample exercises in use of words in sentences; necessity for words, phrases and clauses, discussion of parts of speech; thorough drill in analysis of sentences; study of language in some masterpiece, as Legend of Sleepy Hollow.

Believing that a correct and ready use of language is secured by cultivating a critical ear and establishing correct habits of expression rather than by formal study of rules, some oral work, as the narration of incidents, current topics, etc., is required each day. The last ten weeks of the course involves constant practice in composition. During the first three years, one exercise in composition each week will be required in connection with history and literature. This will take from twenty to thirty minutes each day in preparation. These compositions are corrected by some member of the faculty, then read and discussed in class.

Second Course, ten weeks.—Any standard text-book may be used in this course. A thorough discussion of technical grammar will be made. Methods of developing the ideas of the parts of speech will be a special feature of the term's work. Methods and value of analysis, careful drills on all difficult points, peculiar uses of words and sentences, diagrams, contractions and expansions will be presented.

Rhetoric.—Twenty weeks.—Text: Genung's Outlines of Rhetoric. This course has for its object two main purposes: (1) to cultivate habits of readiness, accuracy and effectiveness in the writing of English; (2) to give the necessary preparation for the later study of literature. A practical knowledge of the principles of good composition is secured by thorough study of the text and by constant practice in both oral and written work. As the student learns to write only by writing, twenty to thirty minutes of each recitation period is devoted to writing on familiar subjects. During the last five weeks Guerber's Myths of Greece and Rome is studied, partly as furnishing varied and attractive material for written work, partly as a preparation for appreciation of classical allusions in literature.

Latin.—The work of the classical course, as outlined below, covers four years. This course, faithfully pursued, will give the student a working knowledge of the Latin language, and the reading of such authors as will best prepare him for teaching. The Roman pronunciation is used. Prose composition is required throughout the course; the first two years, it is based on the text read; the latter part of the course Bennett's Prose Composition is used as a means of mastering the more difficult points of syntax. Translation in good idiomatic English required. Attention is constantly called to the idioms of the Latin and English languages, that the student may learn to appreciate both the Roman peculiarities of thought and the idiomatic strength of his own language. Throughout the entire course the student is asked to trace the connection between Latin words and English derivations. The

related history, biography and mythology are investigated by the student that he may form as clear a conception of Roman life as possible.

First Year—
First term: First Year Latin Book (Collar & Daniell's).
Second term: Rolfe's Viri Romae.

Second Year—
First term: Caesar, Books I and II.
Second term: Cicero, 3 Orations against Cataline.

Third Year—
First term: Vergil, Books I, IV.
Second term: Selections from Horace.

Fourth Year—
First term: Livy, Books 21, 22.
Second term: Ovid, selections. Methods of Teaching Latin. Prose composition throughout.

LITERATURE.

The work done in this department aims to develop in the student an intelligent appreciation of literary merit, to trace the development of the chief literary forms, and to cultivate a love for good literature. This is accomplished by reading and studying such literature, rather than by studying about it. A small manual, such as Brooke's Primer of English Literature and Watkins' Primer of American Literature, will give the requisite historical and biographical setting. The student is expected to own standard texts of the works read.

During the first three years, courses in literary readings are offered once a week throughout the year. In the fourth year, twenty weeks to English literature; twenty weeks to American literature, two lessons per week. Sufficient reading of the best authors will be done to give a genral knowledge and appreciation of their merits; detailed study will be made of a few of the best. The development of various literary forms, as the drama, the lyric, the sonnet, the essay, the novel, etc., will be tried. Preparation of reviews, critiques, etc., required, and the student encouraged in independent criticism. Critical works, such as Taine's, De Quincey's, Stedman's, etc., referred to.

The works read critically will include the following:

Course I.—English Literature.—Chaucer, Prologue to Canterbury Tales, The Knight's Tale; Shakespeare, The Merchant of Venice, Midsummer Night's Dream, Macbeth; Bacon, four essays; Milton, Comus, L'Allegro, Il Penseroso, Hymn on the Nativity; Addison & Steele, De Coverley Essays; Goldsmith, The Vicar of Wakefield; Burns, Cotter's Saturday Night, Tam o' Shanter and short poems; Coleridge, The Ancient Mariner; Wordsworth, Keats, Shelley, selected poems; Scott, The Talisman; George Eliot, Silas Marner; Carlyle, Heroes and Hero-

Library and Reading Room.

Worship; Tennyson, The Princess and short poems; Browning, Abt Vogler, Andrea del Sarto, etc.

Course II.—American Literature.—Franklin's Autobiography; Irving, selections from The Alhambra and the Sketchbook; Bryant, Thanatopsis and others; Whittier, Snowbound, and shorter poems; Longfellow, Hiawatha, Courtship of Miles Standish, and shorter poems; Lowell, Vision of Sir Launfal, Commemoration Ode, selected essays; Hawthorne, House of Seven Gables, The Snow Image, The Great Carbuncle, and other short stories; Emerson, The American Scholar, Compensation and Manners; Holmes, The Autocrat at the Breakfast Table, and selected poems; Poe, selected poems and tales; Warner's Back Log Studies.

HISTORY, CIVICS.

United States History.—First Course, ten weeks.—This course will consist largely of thorough review work, as follows: Discoveries, explorations, aboriginal races, colonization, inter-colonial wars; settlements, and development of colonial government considered especially with reference to subsequent history of the country's revolutionary period, with causes and results; foreign relations and forms of revolutionary governments; also close review of facts in contemporary history that served to help or hinder the struggle for liberty. The Constitutional Period to include formation, adoption and the various theories of interpretation; economic, financial, industrial and social topics; development of American literature, with a strong treatment of the biography of the period.

Second Course, twenty weeks.—This is a library course in the constitutional and political history of the United States, an outline of topics arranged with reference to books in the library is followed. Members of this class are required to do two hours' reading each day. Books in the historical section of the library have been selected with special reference to this course. The topical series includes the development of the Federal Union; the political parties and policies advocated by each; causes that led to the wars of the period; annexation of territory and state-formation; progress of commerce, science and internal improvement. This course is planned for broad effect, gives a good knowledge of the government and politics of the country, and is a source of valuable mental discipline.

General History, twenty weeks.—Includes Ancient, Mediaeval and Modern History. Nations, their beginning, rise, progress and decay. Governments, their form, development and effect upon race-growth. Laws, their nature, changes, effects and perpetuation. Institutions, their beginning, and effects upon the morals, politics, commerce and literature of the time. Biography, both as to its intrinsic and illustrative value. A strong treatment of the great religious, political and industrial movements that have helped to shape human history. A

great deal of map, chart and topical outline work is done in this course; also much use is made of magazine and other articles treating of the various topics under discussion.

Civil Government, twenty weeks.—Preliminary discussion, to include the idea of town, county and state governments, with origin and modification of each. A critical examination of the Articles of Confederation, with special reference to its defects. Formation, adoption and practical working of the Constitution. A close analysis of its special provisions, with strong emphasis upon their adaptation to the needs of the economic life of the nation. Constant library reference secures the comments of the best constitutional authorities upon all controverted questions. The periodicals and daily press are largely and freely used for the illustration of familiar facts and observation. This course gives valuable study of the various sytems of government, and state legislation for the founding and support of schools.

POLITICAL ECONOMY.

First Course, ten weeks.—The time of this course will be devoted to various preliminary topics as follows: Early forms of tribal and other primitive attempts at social organizations; the various stages through which the race has passed; the era of personal effort in production and management; the effect of the invention and introduction of machinery; the fundamental ideas of economic goods, production, distribution, exchange and consumption. This short course is intended to give a good practical knowledge of the general principles of the subject, for those who expect to pass the county examinations with a view to teaching.

Second Course, twenty weeks.—This is a full library course, with constant reference to the leading authorities on all topics. A daily report is made, and with special reference and application to economic questions. Persons taking this course are expected to read at least two hours a day on topics connected with the subject; from time to time to prepare papers and take active part in debates upon questions connected with the subject; and are encouraged in all ways to form and hold intelligent opinions upon questions growing out of the subject. The application of fundamental principles is made to questions of currency, trade, banking, taxation, transportation, public charities, labor-unions and other industrial organizations. Special stress is laid upon the relation of economics to the other great departments of Sociology, and to that great subject as a whole. From no other branch of study may teachers expect greater or more practical results than from Political Economy.

THE NATURAL SCIENCES.

PHYSIOLOGY.

The study of this subject includes text-book work, and demonstrations by instructor and students. The nature, position and functions of muscle, bone, nerves, blood-vessels, blood, etc., are studied; the use of the microscope, and methods of presenting the work to classes receive careful attention.

The work in microscopy will include histology of muscles, nerves and various tissues of some of the lower animals, as the cat, dog, rabbit, sheep, etc., the comparison and contrast of blood of those animals with the human blood, the examination of the circulation of a frog, and such other work as may be suggested by the instructor or that may be necessary to take up in following some special investigation undertaken. The aim is not to store the mind with a great mass of facts culled from text-books, but to put the students in position to acquire those facts by investigation and to account for phenomena that are observed almost daily, such as no text-book can take up and discuss.

BIOLOGY AND GEOLOGY.

Twenty weeks each in study of botany, zoology and geology. This includes study of text-books, field-work in each subject, collection, identification and classification of specimens. Laboratory work is an essential feature.

In botany the work is intended to serve as an introduction to the study of plants, including the principal features connected, their structure and their classification. The investigation of the manner of growth, the anatomy and physiology of plants are all included—the latter two with the aid of ordinary magnifying glasses and compound microscope. The arrangement of an herbarium of fifty species is required of each student.

In zoology the habits of the different forms of animal life are carefully studied, as well as the anatomy and physiology. Directions are given for mounting specimens for microscopic examination, for collection, for preserving and classifying same. It is desired to establish a museum in connection with the biological department, in order to facilitate the work of investigation and preserve meritorious work done by students in this line. A small but fine collection of specimens has been obtained as a nucleus for a geological cabinet. These include representative specimens of quartz, feldspar, hornblende, several metallic ores, calcite, and a large number of silicious and aluminium com-

pounds. Donations from those interested in the success of the school will be very thankfully received in this department. If minerals be sent at any time it will be a favor if the locality in which they are found and the name of donor accompany specimens. All donations will be gratefully acknowledged.

PHYSICS.

A good working collection of apparatus has been provided for this work, in the line of demonstration, and additions are being made. When this subject is presented wholly by the laboratory plan, students are usually weak in the theory and ability to state general principles upon which experiments depend. When trained by recitation or lecture plan alone, they do not understand the apparatus described, and are helpless in the matter of original investigation. For this reason, enough of text-book work and lectures will be given to make the principles of the subject well understood, and these principles will be developed and applied in the laboratory. The regular course of the normal includes twenty weeks in this subject, but for those who have not studied it before, a preparatory course of ten weeks is offered to enable them to enter the regular course.

CHEMISTRY.

The common elements and compounds are studied systematically. Students perform experiments as directed by text-book, laboratory manual or instructor. The principles, laws and theories are studied, and verified by experiment. Drawings are made, and notes carefully written concerning every experiment. All phenomena observed are recorded and students recite from this work. Close attention is given also to the formation and interpretation of chemical formulae and equations.

A cabinet has been provided for the chemical laboratory, which makes it possible for each student to work by himself, and the cabinet is so ventilated that noxious gases are removed at once from the room. The work offered will be of especial benefit to teachers and offers an excellent preparatory course for special work in this subject.

MISCELLANEOUS.

Reading, twenty weeks.—Aim to make good readers; to arouse a desire to read good literature, general drill in respiration, physical culture; special drills in phonics, forcé, pitch, movement, quality, inflection, gesture, emphasis; attention given to methods of teaching the subect in the grades.

Penmanship, ten weeks.—Study of principles; ample practice; drill in vertical system.

Drawing, thirty weeks.—Parallel and angular perspective, free-hand drawing from models and casts; theory of harmony and color; designing, clay modeling, sketching from nature; special attention given to illustrative work for teaching; methods of teaching the subect in lower grades.

Vocal Music, twenty weeks.—Tonic Sol-Fa sytem, its use in lower grades, thorough drill. Staff system; ability to read rapidly at sight; exercises in voice culture.

Physical Culture.—Exercises in sitting, standing, walking, marching, changing positions; head, arm, trunk, foot movements; exercises with Indian clubs and dumb bells.

THE TRAINING DEPARTMENT.

The State Normal uses two grades of the public schools for special training work. These grades are in charge of the training teacher, who also has charge of the critic work. Arrangements have been made to use the other six lower grades of the Dillon public schools for observation work. This will afford students the very best opportunity to see the working out of the plans and ideas which are considered good for public schools. Here they see the practical working of schools, the details of school organization and management. All observation work is directed by the training teacher. Members of the Normal faculty conduct these classes regularly to illustrate expert work in their special lines. Ample opportunity is offered for class work; for original investigations in child study; for weekly teacher's meetings; for giving model lessons, the plans and details of which must have been worked out before presentation; for the reading and discussion of those plans, methods and theories which have engaged the attention of teachers at different periods in history.

The course of study aims to insure rational growth and development. It carries the following subjects through all grades:

I. History and literature. Fairy tales, fables, myths, folk stories, stories of real life, biographies, stories of heroic deeds, American history stories, English history stories, Greek and Roman heroes, poems from Tennyson, Longfellow, Whittier, stories of our country; stories of other countries; course in American history and literature, the founding of colonies, revolution, progress under the Constitution, slavery, civil war, inventions, development of industries, works of Irving, Lowell, Holmes, historical novels, biographies of Washington, Jefferson, Franklin, Henry, Clay, Calhoun, Webster, Jackson, Sumner, Lincoln, Grant, Garfield, Morse, Field, Edison. Three points are embraced in this work: reading, conversation, writing.

II. Language. Both oral and written. Before the child can express thoughts he must come into contact with nature. Ideas must be in the mind before words have a meaning. The mind must be stirred into action by varied experiences with nature's forms; the emotions must be aroused, then the necessity for words arises; experience, knowledge, feeling, then expression follows. This is the course which all minds take in their development. The child must become familiar with natural objects, the subject matter in myth, fable or story, the facts in his own experience or experiences of others before he has a basis for the expression of thought in language. The materials for language are furnished by history and literature work, the primary science course and the readers used in regular reading classes. The plan is conversation between teacher and pupils; oral expression by pupils, followed

by written expression. Careful attention is given to correct forms, punctuation, spelling, etc. Daily drills are afforded so as to secure ease in expressing thought in writing. The child must be trained to write correct English automatically. Good models, ample practice, sufficient material and careful guidance will secure correct expression and ease in both oral and written expression of thought.

III. Primary Sciences. All grades. In first and second grades, place, color, plants, animals, minerals are subjects for conversation. Simple facts within range of pupil's observation are presented. In the third and fourth grades, the same subjects are discussed and attention is given to matter and force, simple experiments in physics, facts about the human body, development of geographical concepts, such as hill, mountain, valley, plain, river, lake, ocean, drainage, climate, etc. Read geographical and nature stories; make collections of animals, plants, minerals. In fifth, sixth, seventh and eighth grades, the work becomes more systematic, field and laboratory work is introduced; collections are made and classified. Proper reading is afforded along all lines. This course aims to give information; to cultivate habits of careful observation; to form a basis for language, numbers and reading.

IV. Mathematics. The first step in number is sense-training. Lessons are given in color, form, similarity and contrasts of solids, relative magnitudes and visualizing. Lines and surfaces are dealt with. This cultivates attention, careful observation and aids in correct oral expression. The plan is to have the pupil observe or test, then tell what he has seen or done. In the first grade, numbers from one to ten are developed; additive, subtractive, multiplicative and divisive facts, discovered by pupils and thoroughly learned; the fractions one-half, one-third, one-fourth, one-fifth developed; simple exercises involving these fractions; problems made by pupils; forms, sphere, cylinder, hemisphere, prisms, circle, oblong, right-angled triangle, semi-circle, placed in hands of pupils. Development of terms; as long, short, thick, thin; large, small; inch, foot, yard; pint, quart, gallon; children to have these measures.

The plan. 1. First, work done with objects. 2. Follow the object work by picture or drawing. 3. Follow this with exercises independent of objects. Illustrative methods of teaching fractions; use of squares, circles, lines; value of measuring in developing ideas of number; actual measurements of lines, surfaces, solids.

In second grade. Use of objects whenever necessary to develop ideas. Change quickly to abstract forms, combinations, separations and comparisons of numbers. Develop fractions to tenths. Pupils make and solve practical problems; operations with fractions. The forms, ellipsoid, ovoid, triangular prism, cone, pyramid, ellipse, triangles, and natural objects based upon them. Size, weight, rod, square inch, square foot, square yard, ounce, pound, developed objectively.

In the third grade, review forms already given. Higher combinations, separations and comparisons of whole numbers and fractions, percentage, measurements. Study dry measure, liquid measure, U. S. money.

In the fourth grade, comparison of numbers; writing numbers; exercises in parts of numbers; all operations in fractions; all cases of percentage; simple interest, square and cubic measure; square and cube root by factcring; mensuration by practical problems. Geometric views. Development of surfaces of solids. Simple inventions in geometry.

In the fifth grade, work of fourth year extended along all lines. Exercises to develop accuracy and rapidity, analytic work; problems with lines, angles, surfaces and solids. More attention given to simple geometric forms.

In sixth grade, more general arithmetic; constant mental exercises; practical problems; more geometrical work.

In seventh and eighth grades, the practical arithmetic complete; an elementary course in algebra and an extensive course in inventional geometry. This course will insure sufficient knowledge of algebraic processes and the drill in inventional geometry necessary to more advanced work in arithmetic.

V. Drawing. All grades. In 1st, 2nd, 3rd, 4th grades, geometric forms, designs, leaves, fruits, insects, coloring of the same, conceptive drawing of objects. In the remaining grades, an extended course in free hand and perspective, sketching and coloring are taught.

VI. Penmanship. In all lower grades special attention is given to vertical penmanship; daily drills.

VII. Reading and Spelling. Much attention is given to both subjects. Aim in reading to secure a good, conversational style in reading. Much supplementary reading.

VIII. Vocal Music. In the first six grades, the Tonic Sol-Fa system is used. Daily practice in singing simple, easy songs. The staff is taught in seventh and eighth grades.

IX. Physical Culture. All grades. Simple gymnastic exercises in first four grades; use of Indian clubs and dumb bells.

Recitation Rooms.

READING COURSE.

Students may select four books from the list for each term. These will be discussed at weekly meetings and reports will be required upon books read.

FIRST YEAR.

I Term.

Christmas Stories, Charles Dickens.
Bird Ways, Olive Thorne Miller.
Myths of Greece and Rome, Guerber.
Brave Little Holland, Griffis.
Ramona, Helen Hunt Jackson.
With Trumpet and Drum, Eugene Field.
My Summer in a Garden, Warner.

II Term.

Last of the Mohicans, Cooper.
Bits of Travel, H. H.
Man Without a Country, Hale.
Lays of Ancient Rome, Macaulay.
Col. Carter of Cartersville, F. Hopkinson Smith.
Fifteen Decisive Battles, Creasy..
In the Wilderness, Warner.

SECOND YEAR.

I Term.

Nicholas Minturn, J. G. Holland.
Alexander Hamilton, Lodge.
The Talisman, Scott.
Dixie, or Southern Scenes, Julian Ralph.
Timothy Titcomb's Letters, Holland.
Marmion, Scott.
Stories of a Western Town, Octave Thanet.

II Term.

Sharp Eyes, W. Hamilton Gibson.
Last Days of Pompeii, Bulwer-Lytton.
Conquest of Granada, Irving.
Self-Help,
The Scarlet Letter, Hawthorne.
Home Life of Great Authors, Griswold.
Poems Here at Home, Riley.

THIRD YEAR.

I Term.

Kathrina, Holland.
A White Umbrella in Mexico, F. Hopkinson Smith.
Henry Clay, Schurz.
David Copperfield, Dickens.
Other Worlds Than Ours, Proctor.
A Humble Romance and Other Stories, M. E. Wilkins.
Uarda, Ebers.

II Term.

Old Creole Days, Cable.
The Novel: What It Is, Crawford.
Westward Ho! Kingsley.
The Poet at the Breakfast Table, Holmes.
Tale of Two Cities, Dickens.
Admiral Farragut, A. T. Mahan.
Tent on the Beach, Whittier.

FOURTH YEAR.

I Term.

Virginibus Puerisque, Stevenson.
Lorna Doone, Blackmore.
Aims of Literary Study, Carson.
Points of View, Agnes Repplier.
Henry Esmond, Thackeray.
Nathaniel Hawthorne, Julian Hawthorne.
Marjory Daw, Aldrich.

II Term.

Men I Have Known, Dean Farrar.
Aspects of Fiction, Brander Matthews.
Myths and Myth-Makers, Fiske.
Mr. Isaacs, Crawford.
Plain Tales from the Hills, Kipling.
Childe Harold, Byron.
Books and Culture, Mabie.

THE SUMMER SCHOOL.

The 1st of June, 1897, the Executive Board decided to hold a summer school of four weeks, beginning July 26, 1897. Announcements were immediately issued and some special advertising done by the President. The instructors were the following:

President D. E. Sanders, Dillon.
Vice-President A. W. Mell, Dillon.
Supt. J. E. Klock, Helena.
Prin. H. A. Hull, Dillon.
Prin. J. L. Fleming, Evanston, Wyo.
Miss Sadie J. Rogers, Helena.

The aim of the summer school was to offer special advantages to the teachers of the State. Both professional and academic instruction was given. The model school of four grades offered excellent opportunity for observation and training.

The success of the summer school was attested by an attendance from eight counties of the State and some from other States. Great interest was manifested by the students in attendance and by those who visited from time to time. All who attended have spoken very freely of their high appreciation of the work. The success of the school was such as to lead the Executive Board to adopt the plan. Arrangements have been completed for a six weeks' summer school for 1898, beginning June 20.

ENROLLMENT OF SUMMER SCHOOL.

Anderson, Augusta, Miles City, Mont.
Blake, Maidie, Big Timber, Mont.
Basler, Louise, Missoula, Mont.
Bowman, Carrie, Butte, Mont.
Braden, Lillian, Alice, Mont.
Carmen, Mary, Butte, Mont.
Condon, Mary, Anaconda, Mont.
Davee, H. A., Ft. Scott, Kan.
Dana, Eva L., Big Timber, Mont.
Douglass, A. J., Bannack, Mont.
Ellis, F. G., Hogan, Mont.
Fluhr, Lena, Helena, Mont.
Fulton, Jennie, Miles City, Mont.
Fine, Mrs. J. F. Dillon, Mont.
Fleming, J. L., Evanston, Wyo.
Fleming, Belle, Evanston, Wyo.
Huber, Anna, Dillon, Mont.
Hines, Nellie, Butte, Mont.
Hord, Marcia, Missoula, Mont.
Hopp, Katie, Willis, Mont.
Hood, Ella H., Red Rock, Mont.
Humphreys, Lida, Melrose, Mont.
Innes, Lyle, Dillon, Mont.
Johnson, Austa, Dillon, Mont.
Klass, F. C., Cokedale, Mont.
McKillican, Emma, Helena, Mont.
Marchion, Ida, Anaconda, Mont.
Merrielees, Edith, Big Timber, Mont.
Morse, Cora B., Anaconda, Mont.
Madden, Ada, Butte, Mont.
Martin, Dosia, Dillon, Mont.
Martin, Emily, Dillon, Mont.
O'Donald, Miss N. E., Anaconda, Mont.
Page, Mellie, Pageville, Mont.
Page, Elizabeth, Pageville, Mont.
Phillips, Stephanie, Great Falls, Mont.
Pike, W. G., Gibbonsville, Idaho.
Rich, Mary, Dillon, Mont.

Assembly Hall.

Rich, Viola, Dillon, Mont.
Rife, Bella, Dillon, Mont.
Rife, Maidie, Dillon, Mont.
Snyder, Craig, Dillon, Mont.
Sloan, Mary, Missoula, Mont.
Spurgeon, Minnie, Missoula, Mont.
Tillotson, Clara, Dillon, Mont.
Thomas, Frank, Thompson, Mont.
Utley, Maytie R., Pageville, Mont.
Utley, J. Belle, Pageville, Mont.
Virden, Edith L., Dillon, Mont.
Waldorf, Harrie, Dillon, Mont.

GENERAL ENROLLMENT.

Burtch, May, Pageville, Mont.
Burtch, F. R., Pageville, Mont.
Bishop, Jean, Dillon, Mont.
Burfeind, George, Dillon, Mont.
Chambers, Alice, Livingston, Mont.
Crouse, Rosa, Spring Hill, Mont.
Conger, Erle, Dillon, Mont.
Cates, Fred, Victor, Mont.
Cashmore, Edith, Dillon, Mont.
Clemens, Mary E., Logan, Utah.
Crowe, Estelle, Kibley, Mont.
Coyle, Dora, Bozeman, Mont.
Conrey, Frances, Laurin, Mont.
Davee, H. A., Ft. Scott, Kan.
Davidson, Lyman, Ross, Mont.
Davis, A. D., Dillon, Mont.
Ellis, F. G., Hogan, Mont.
Evans, E. H., Spring Hill, Mont.
Ford, Louie, Lima, Mont.
Ford, Lucy, Lima, Mont.
Fulton, Emily, Sheridan, Mont.
Fisher, Ida, Grantsdale, Mont.
Farrell, Bessie, Virginia City.
Gordon, Mabel C., Billings, Mont.
Huber, Anna, Dillon, Mont.
Hare, J. B., Race Track, Mont.
Hall, Annie, Sheridan, Mont.

Harden, George, Montezuma, Iowa.
Hall, Bessie, Ft. Scott, Kan.
Hopp, Katie, Willis, Mont.
Higgins, Gertrude, Forsythe, Mont.
Hill, E. N., Red Rock, Mont.
Innes, Emy, Dillon, Mont.
Johnson, Grace, Dillon, Mont.
Jackson, Laura, Divide, Mont.
Jackson, Oliver, Divide, Mont.
Jones, Ina.
Kirby, Lelia, Twin Bridges, Mont.
Kennedy, J. T., Dillon, Mont.
Loughridge, Ethel, Dillon, Mont.
Lewis, Mary, Bozeman, Mont.
Lamont, Grace, Dillon, Mont.
Lenning, J. N., Miles City, Mont.
Morse, Stella, Dillon, Mont.
Marsh, Grant, Gunnison, Colo.
Mosher, Maude, Helena, Mont.
Mosher, Myra, Helena, Mont.
McCormick, Cora, Billings, Mont.
McKintosh, Osborne, Dillon, Mont.
Orr, Chas., Dillon, Mont.
Orr, Bert, Dillon, Mont.
Paxton, Katie, Dillon, Mont.
Powers, Walter, Dillon, Mont.
Patterson, C. S., Manhattan, Mont.
Pyle, G. A., White Sulphur, Mont.
Pyle, Nora, White Sulphur, Mont.
Page, Lena, Pageville, Mont.
Pike, W. G., Blackfoot, Idaho.
Rich, May, Dillon, Mont.
Reinhardt, Mae, Dillon, Mont.
Rife, Katie, Dillon, Mont.
Rife, Bella, Dillon, Mont.
Redfern, Arthur, Laurin, Mont.
Redfern, Eugene, Laurin, Mont.
Redfern, Lucretia, Laurin, Mont.
Redfern, Bernice, Laurin, Mont.
Ramsey, J. W., Victor, Mont.
Rawson, Jessie, Lisbon, N. D.
Sanders, Ethel, Dillon, Mont.
Selway, Jessie, Dillon, Mont.
Schmaulhausen, Perle, Bozeman, Mont.

Snyder, Craig, Dillon, Mont.
Shaw, Jessie E., Livingston, Mont.
Schuler, Clara, Dillon, Mont.
Schuler, Cladie, Dillon, Mont.
Scott, C. W., Dillon, Mont.
Townsend, Nora, Dillon, Mont.
Truax, Leo, Lima, Mont.
Vermillion, Wilford, Dillon, Mont.
Waldorf, Harrie, Dillon, Mont.
Weller, Amy, Dillon, Mont.
Willard, Mabel, Dillon, Mont.